

## **Didàctica de la Llengua Anglesa II (10 credits)**

**1999-2000**

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### **Aims:**

This is the second part of a two-year course programme that aims to enable students to acquire the fundamental theoretical basis and teaching techniques that will help them to teach English effectively.

This second part of the course aims at:

- developing a greater awareness of the teaching-learning process.
- developing a terminology for understanding and discussing the teaching process.
- developing observational and analytical skills necessary for assessing classroom situations.
- acquiring the necessary criteria for planning, implementing and evaluating the learning-teaching process.

### **Contents:**

Needs analysis.

Planning.\*

Textbook and materials analysis.

Error analysis. Pedagogical grammars. The role of grammar in the classroom.

Written communication: techniques, materials and evaluation.

Evaluation.

Learner awareness. Diary writing.\*

Classroom observation.\*

Bibliographic and material resources.\*

Course evaluation.

Note: The topics with the asterisk (\*) are "cross-programme" topics.

### **Methodology:**

The course is organised in thematic modules including both theory and practice.

The course aims to be very participative and co-operative learning will be promoted.

Students are expected to collaborate in the preparation and presentation of the thematic modules, participate in class discussions, lead group discussions, observe teaching sequences (video-taped lessons or visits to schools), prepare activities for classroom use, put these activities into practice in the school, analyse results and comment selected literature, among other things.

The students' participation in the presentation of the thematic modules will be guided by periodical tutorial sessions with the lecturer.

### **Assessment:**

The basic criteria for the evaluation of the course will be the following:

- capacity to observe, analyse and evaluate the teaching/learning process.
- understanding and mastering of the instructional techniques and strategies proposed.
- understanding of the theoretical issues discussed.
- capacity to establish links between theory and practice.
- capacity to plan (activities, lessons, units, courses)+
- communication skills shown in teaching situations.

The instruments to evaluate students' progress and competence will be the following:

- Class presentations related to some of the topics discussed in class..
- Observation task (written assignment and class presentation -if time permits it).
- End of 1<sup>st</sup> Semester Exam.
- Error Analysis (written assignment).
- Unit design and presentation.
- Written communication (class presentation and written paper).
- Class participation.

### **Bibliography:**

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- HALLIWELL,S. 1992. *Teaching English in the Primary Classroom*. Longman.
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- LIGHTBOWN,P. & SPADA,N. 1993. *How Languages are Learned*. OUP.
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- PHILIPS,S. 1993. *Young Learners*. OUP.
- PROCTOR,A. Et al. 1995. *Learning to Teach in the Primary Classroom*. Routledge.
- REILLY,V. & S.M.WARD. 1997. *Very Young Learners*. OUP.
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- STERN,H.H. 1983. *Fundamental Concepts of Language Teaching*. OUP.
- VALE,D.& A. FEUNTEUN. 1995. *Teaching Children English*. CUP.
- WANJRYB,R. 1992. *Classroom Observation Tasks*. CUP.
- WILLIS,J. 1996. *A Framework for Task-Based Learning*. Longman.
- WRIGHT,A. 1995. *Storytelling with Children*. OUP.

Magazines: See list at the end of the *Planning Handout*.

This is a general bibliography. A specific bibliography will be included in the detailed programme of each module.